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School history of the United States. By Albert Bushnell Hart, LL.D., professor of government, Harvard university. (New York: American book company, 1918. 505 p.)

The present demand for an adequate treatment of the westward movement, social and industrial forces, and recent history is met in an unrestrained and natural manner in this new elementary text. Written with simple directness, the book is pedagogically suitable for the upper grades. Illustrations, maps, references, questions, summaries, appendices, and bibliography can be criticized only on the side of too great profuseness and elaboration. Considerable material of a novel character for such a work is included, especially in the realm of social history. Such chapters as "Colonial life," "Colonial labor and business," "How people lived a century ago," "Going west," "Young America (1829-1861)," "The people during the civil war," and "The people's life (1900-1916)" reveal the author at his best, and are richly illuminating and vivid. The apportionment is open to little criticism. The teacher will welcome the clear account of colonial history, the keen characterizations of public men, the logical account of the slavery question, the unusually comprehensive treatment of the various sections, the lucid account of the Monroe doctrine and our relations with South America. The book is singularly free from errors. In the opinion of the reviewer a very high standard has been set by this worthy addition to the author's numerous textbooks. Incidentally, Mr. Hart shows ingenuity in finding new titles by which to distinguish his new books from his many earlier publications.

THEODORE C. BLEGEN

Supervised study in American history. By Mabel E. Simpson. (New York: Macmillan company, 1918. 278 p. \$1.20)

This book is designed for teachers of American history in the seventh and eighth grades. It stresses the necessity of teaching pupils how to study. The author describes in detail the plans she has worked out in accomplishing this end. These plans include various types of lessons, such as preview, expository, inductive, deductive, appreciation, and habituation lessons and a so-called socialized recitation. Doubtless every teacher must learn to develop her own plans through experience, yet suggestions from the successful experience of others should be of material assistance. The book assumes a conventional point of view as to subject matter; it does not, in fact, attempt to go beyond the problems of classroom methods. A good deal has been said recently about the new tests of efficiency which are being applied to the matter and manner of classroom exercises. This little manual will be of material as-